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**Research Seminar**

**Topic:** Analysis of Benefits associated to the use of Computer Assisted Language Learning (CALL) Programs, Multimedia and Internet in 11<sup>th</sup> grade students of Institute Public Benjamín Zeledón in the II Semester of 2015.

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# TABLE OF CONTENTS

<b>Index.....</b>	<b>3</b>
<b>Carta Aval.....</b>	<b>4</b>
<b>Abstract.....</b>	<b>5</b>
<b>I. Introduction.....</b>	<b>6</b>
<b>II. Problem Background .....</b>	<b>7</b>
<b>III. Previous Studies .....</b>	<b>8</b>
<b>IV. Justification .....</b>	<b>11</b>
<b>V. Research Questions .....</b>	<b>12</b>
<b>VI. Objectives .....</b>	<b>13</b>
<b>VII. Research Matrix.....</b>	<b>14</b>
<b>VIII. Theoretical Framework .....</b>	<b>15</b>
<b>IX. Methodological Design .....</b>	<b>29</b>
<b>9.1 Sociological Approach .....</b>	<b>29</b>
<b>9.2 Type of Research .....</b>	<b>29</b>
<b>9.3 Technique for Gathering Data.....</b>	<b>32</b>
<b>9.4 Population and Sample.....</b>	<b>34</b>
<b>9.5 Plan of Analysis .....</b>	<b>35</b>
<b>X. Results and Analysis.....</b>	<b>39</b>
<b>XI. Conclusions.....</b>	<b>43</b>
<b>XII. Recommendation.....</b>	<b>47</b>
<b>XIII. References.....</b>	<b>49</b>
<b>XIV. Annexes.....</b>	<b>50-60</b>

# CARTA AVAL

## ABSTRACT

To study the role of Computer-Assisted Language Learning (CALL) programs, Multimedia and Internet, a cross-section study was conducted to analyze the benefits associated to their use in English students of secondary school. An Ex-post-fact design was applied in this research, administered by mean of an experiment to a group of 11th grade students, N=25 (14 male students and 11 female students), their ages are between 15 – 17 years old; population= 25 students and sample = 25 students too. Four skills of English language (listening, speaking, reading and writing) were measured in participants with a lesson-test in this experimental research study, combining the following software: Microsoft Word, VLC Media Player and Internet; immediately after taking the lesson, a test was administered to participants and finally, students were asked to evaluate the experiment. Instruments used in this descriptive study were: observations, questionnaires and interview. Results show that female students' performance in the four skills (listening, speaking, reading and writing) was a 91 % and in male ones was 90 %. Although both female and male got high scores, the use of technology in male students was slightly low to a lesser extent than in female students. In a nutshell, the three environment connection in the English class promoted: motivation, participation and high learning; besides, collaborative learning environment, efficiency and very high students' performance.

## I. INTRODUCTION

Learning English has become something common all over the world; 1,500 million people worldwide speak English, of whom only 375 million are native speakers, (Statista, 2015). Technology has also increased, becoming an essential element in the process of teaching and learning languages. The most effective technology tool is Computer, (Moqbel & Padmarani Rao, Enhancing EFL Teaching and Learning through Technology, 2013). Computer-Assisted Language Learning programs, Multimedia and Internet can be combined simultaneously through a computer; learning English has become easier than before. This means that learning English with these programs is a great benefit for English students.

For this reason, this study is conducted to analyze its benefits and demonstrate that it is useful for learning English. The use of these programs will benefit English students when studying the four skills of English language and its micro-skills.

This study motivation is to show there are different technologies, which English teachers can use in order to revolutionize and facilitate the learning process of English students. There is not a single way of how to do it; it depends on creativity's teacher. Traditional ways of learning a language belong to the past. That is why, doctors say: Today's truth is tomorrow's lie. Everything changes and teachers are change agents.

According to (Okonkwo, 2015), the focus of CALL is learning, and not teaching. CALL materials are used in teaching to facilitate the language learning process.

In a nutshell, benefits associated to the use of technologies mentioned above are at hand, they must be grasped to improve the learning-teaching process in a flash.

## II. PROBLEM BACKGROUND

Still in the 21<sup>st</sup> century there are teachers, who have the belief technology used in schools consists only of a whiteboard, eraser, marker and books. That means they are not up-to-date with the new ones they can use, as a consequence the learning-teaching process is the same all the time.

That was what happened in the school where this study was conducted. The only different technology used by the teacher was a television to watch videos in the English class; on behalf of students, some cellphones apps were used, such as: Facebook, Whatsapp, Twitter, Skype and Internet.

The information mentioned above was gathered through a questionnaire applied to 25 learners (14=male and 11=female). Teacher said she did not use computer for the English class, neither her learners. Both teacher and learners were informed the study conducted was about benefits associated to the use of Computer-Assisted Language Learner (CALL), Multimedia and Internet; teacher was explained she could use these technologies combining them at the same time in order to improve and facilitate the learners' learning process, grasping the chance to incorporate Computer as the most effective technological tool.

Teacher was said computers could be incorporated in her classroom, using software like Microsoft Word, VLC media player and Internet at the same time, having the opportunity to change her class format and get higher results in her learners' performance.

### III. PREVIOUS STUDIES

CALL has developed over the last 30 years, and Warschauer (1996) has divided it into three development phases: Behavioristic CALL, Communicative CALL, Integrative CALL (Multimedia CD-ROM), and Integrative CALL (Internet); and for him this does not necessarily mean the end of programs and methods of the previous phase, rather the old is included within the new. (Moqbel & Padmarani Rao, 2013).

Besides this, according to Okonkwo (2015) several studies have been done concerning how the use of CALL affects the development of language learners' four skills (listening, speaking, reading and writing). Most report significant gains in reading and listening and most CALL programs are geared toward these receptive skills because of the current state of computer technology in linguistics.

However, most reading and listening software is based on drills (Domingo, 2007). Gains in writing skills have not been as impressive as computers cannot assess this well (Stepp, 2002).

However, using current CALL technology, even with its current limitations, for the development of speaking abilities, has gained much attention. There has been some success in using CALL, in particular computer-mediated communication, to help speaking skills closely linked to "communicative competence" (ability to engage in meaningful conversation in the target language) and provide controlled interactive speaking practice outside the classroom (Ehsani, 2007). (Okonkwo, 2015)

An experimental research study was conducted by Bhatti (2013), based on Teaching Reading through CALL in two groups of ninth-grade students of a public sector secondary school of District Khairpur Mir's, Sindh, Pakistan, each comprised of 30 students. The experimental group (N=30) and the control group (N=30) were taught through CALL and



through a traditional instructor-led class, respectively. Participants had no prior experience with computers.

Participants included ninth-grade males in the same age group (15-17 years of age) from the same secondary school during the 2010-2011 academic year. Twenty-four lessons on reading skills, with the help of the computers including images, sounds, graphs and animation, were offered to the treatment group. The same lessons (without images, sounds, graphs and animation) with simple texts were given to the controlled group in a traditional instructor-led class.

Furthermore, the lessons for the experimental group were especially designed by the researcher to include colorful pictures, sounds, graphs and other animations in a PowerPoint presentation. In contrast, lessons for the control group were adopted from the textbooks that did not have pictures, sounds, graphs, or any animation.

The purpose of this study was to examine the efficacy of CALL in teaching three levels of reading skills: Literal Level, Inferential Level and Evaluative Level. Students were taught by the researcher.

The dependent variable in this study was the achievement scores of the control group and treatment groups. The independent variable of this study was the presence or absence of CALL instructional environment.

Participants were informed of the purpose of this study. Those who submitted a consent form to the head master office were randomly assigned and selected to participate in either the control or the experimental groups. The pre-test was administered on the three levels of reading skills to measure participants' existing level of reading skills. The control group then received their lessons without the use of the computers that consisted of text only. The experimental group received the equally challenging lesson plans with the help of

computers, including the images, sounds, graphs and animation. On completion of the tutorial, all subjects took a brief post-test on the three levels of reading skills.

Results from the achievement scores were recorded as the difference of means, standard deviation, and standard error means. Means of standard deviation and arithmetic mean comparison tests were performed to evaluate the key differences in accomplishments of experimental group and control group' and also to determine if significant differences existed in achievements of the two groups. The pre-and post-tests were used for comparison of students' achievements. Classroom observation and interviews were also conducted to ensure reliability and validity. Achievement scores of both groups were analyzed using computer software.

Results show that CALL was 35% more effective than the traditional instructor-led class. Although the study suggests that CALL provides a more conducive learning environment for teaching reading, it must be used effectively.

CALL has showed positive results in improving the reading skills of students at secondary school. Using computers in reading instruction generated a lot of interest among the students for reading comprehension. In addition, students enjoyed the reading material with a variety of pictures and sounds. For this reason, teachers need to prepare PowerPoint presentations to generate more interest in learning among the students. (Bhatti, 2013).

## IV. JUSTIFICATION

Everything in the life has usefulness, and everybody wants to make their lives easier, that is the reason of this study, which is aimed to analyze benefits associated to the use of Computer Assisted Language Learning (CALL) Programs, Multimedia and Internet in 11<sup>th</sup> grade students of Benjamín Zeledón Public Institute in the II Semester of 2015.

If something is useful, it can have importance, and this paper has a great importance, because it tackles the benefits of usefulness of software mentioned above, which can facilitate and improve the learners' learning performance, making learning easier, collaborative and enjoyable, taking into account that the learners will be the most benefited, and as a result, both teachers and learners will establish a rapport with themselves.

Students will undergo an improvement in the four skills of language (listening, speaking, reading and writing), producing a better quality student when using the technologies in the right way in order to take advantage of resources they have at hand.

The usefulness of this software can be applied from preschool to university, considering that progress does not finish in university, but it goes beyond; every education institution must grasp the opportunity in order to offer a top-quality teaching. The school where the study was conducted will get benefits when applying these technologies to their teaching; besides, the Methodological Office at UNAN-Managua will get benefits when applying these teaching environment in their students, because it does not only work in English teaching, but in all the subjects, understanding that it is a change for good, although changes do not like almost anyone; even so, there is still change agents—teachers, the best ones.

## **V. RESEARCH QUESTIONS**

1. Does the English teacher use Computer Assisted Language Learning Programs to develop the English class?
2. What are the technological devices the English teacher uses during the Learning-Teaching Process of English students?
3. What are the benefits provided with the use of CALL, Multimedia and Internet technology in the English students?
4. How has improved the English students' performance when studying the four English skills —Listening, Speaking, Reading and Writing— with the use of CALL, Multimedia and Internet technology?

## **VI. OBJECTIVES**

### **6.1 GENERAL OBJECTIVE:**

1. To analyze the benefits associated with the use of Computer Assisted Language Learning (CALL) Programs, Multimedia and Internet in 11<sup>th</sup> grade students of Benjamín Zeledón Public Institute in the II Semester of year 2015.

### **6.2 SPECIFIC OBJECTIVES:**

1. To determine the use of Computer Assisted Language Learning Programs to develop the English class.
2. To identify the technological devices the English teacher uses during the Learning Process of English students.
3. To analyze the benefits provided with the use of CALL, Multimedia and Internet technology in the English students.
4. To demonstrate that the use of CALL, Multimedia and Internet technology improves the English students' performance in the four English skills —Listening, Speaking, Reading and Writing.

## VII. RESEARCH MATRIX

Specific Objectives	Variables	Indicators	Information Sources	Gathering Data Techniques
To determine the use of Computer Assisted Language Learning Programs to develop the English class.	Use of Computer Assisted Language Learning Programs to develop the English class.	Software used to develop the English class.	• Teachers	• Interview
			• Students	• Survey (Questionnaire) • Observation Guide
To identify the technological devices the English teacher uses during the Learning Process of English Students.	Technological devices the English Teacher uses during the Learning Process of English Students.	• Cellphones • Television • DVD player • Tape-recorder	• Students	• Survey (Questionnaire) • Observation Guide
		Frequency used in a week	• Students	• Survey (Questionnaire) • Observation Guide
To analyze the benefits provided with the use of CALL, Multimedia and Internet technology in the English students.	Benefits provided with the use of CALL, Multimedia and Internet technology in the English students.	• Use of CALL (Microsoft Word), • Multimedia (VLC Media Player) • Internet (USB Modem).	• Students	• Ex post fact experiment (lesson and test)
To demonstrate that the use of CALL, Multimedia and Internet technology improves the English students' performance in the four English language skills — Listening, Speaking, Reading and Writing.	The use of CALL, Multimedia and Internet technology improves the English students' performance in the four English skills —Listening, Speaking, Reading and Writing.	• Microsoft Word, • VLC Media Player • Internet	• Students	• Evaluation to the Ex post fact Experiment done by students.

## VIII. THEORETICAL FRAMEWORK

### Enhancing EFL Teaching and Learning through Technology

Moqbel and Padmarani Rao (2013) state that technology, along with its various tools, has become an essential element in the process of teaching and learning languages. For them, the most effective and essential technology tool is Computer. It can be combined its use with most other technologies. With the help of Multimedia and Internet, integrating computer in teaching and learning languages has become more effective and useful. Both multimedia and Internet with its synchronous and asynchronous tools can help effectively in teaching and learning languages, making that more interesting, enjoyable, and useful. Their importance in EFL teaching and learning comes out of the fact that they provide EFL learners with more opportunities and exposure to practice and learn English and its culture, because when a language is learned, so is learned its culture. They can also create motivating and enjoyable learning environment in which EFL learners are engaged. These points are elaborated in the following paragraphs by referring to some previous studies in this regard.

**Keywords:** Computer-Assisted Language Learning (CALL), Computer Mediated Communication (CMC), Synchronous CMC Tools, Asynchronous CMC Tools, EFL Learning/Teaching.

### 8.1 TECHNOLOGY

Technology is in an effective instructional aid in the teaching and learning process. In the current age, it, along with its various tools and applications, has become more integrated in this process. This can play an important role in enhancing this process (Al-Ghazo, 2008, p. 4) and making it active instead of passive. What is special about technology is that it can be used in various ways in the classroom regardless of the

level of students or the subject of teaching (Teacher Technology Competency Committee [TTCC], 1998, p. 2).

Generally speaking, technology is active, not passive, that is why, it can play an active role in revitalizing classes through helping students and teachers to feel interested in the subject matter, engaging students in the learning process, and giving students and teachers access to the world outside the classroom by means of use of Internet, (Gilroy, 1998, p. 11). Besides, it has the power of facilitating and encouraging cooperative learning (Hollenbeck & Hollenbeck, 2004, p. 2). Moreover, it can provide opportunities that address individual student learning and meet the different learning styles of students, and hence sustains positive experiences in the classroom (Hollenbeck & Hollenbeck, p. 3). According to Danielson (2007), tools of technology, such as computers and computer laboratory, video players, Overhead projectors, and Data Show projector are effective tools in enhancing learning and that using these tools to enhance learning becomes an important responsibility of today's teachers, those who are up-to-date with technologies (p. 36). In brief, technology can positively impact the teaching and learning process; the teacher only has to apply it, (Hew & Brush, 2007, p. 224).

Using technology in teaching foreign languages learners can serve several functions. It can increase interaction among students and with "real-life audiences", in other words, getting touch with native English speaker through Internet in and outside the classroom; meet the different learning styles of students; make learning authentic through providing students with materials and activities relevant to the real world; and create an interactive and positive learning environment that are supportive and open (Dukes, 2005, p. 4). Using it in the teaching and learning process can facilitate communication among students all over the world and build language skills that students need not only in but also outside the classroom



(Hollenbeck & Hollenbeck, 2004, p. 2). Moreover, it makes classes more interesting (Alkahtani, 2011, p. 93). According to Chartrand (2004), using technology in EFL teaching can encourage students to be more responsible for their EFL learning, increase their confidence, and motivate them by providing them with interesting and authentic materials (p. 15).

For all these reasons, EFL teachers should integrate technology in their teaching. That means they must be expert in using technologies, not only in teaching English. Such competencies are important to improve the communication in the teaching and learning process (Selvi, 2010, p. 172).

The most important technology tools and applications that can be used to improve EFL teaching and learning are referred below:

## **8.2 THE COMPUTER**

The computer is the most effective instructional tool. It integrates different software, Multimedia and Internet at the same time, and it can be done using a laptop. It is a tool all in one. The essential of this is the benefits it can bring to both teachers and students. It plays a central role in making the learning environment more motivating, encouraging, and interesting, but the teacher has to have the necessary skills to handle it. Using it in the teaching and learning process has made the impact of the other technologies used in the process of teaching and learning greater as most of them depend on it.

In addition, computer can create a collaborative learning environment, that is, “interaction among students, which plays a central role in the learning process.” Here, students can work collaboratively in the classroom, at home, or at any place and time if they have access or not to the Internet. This collaborative learning gets students involved in the

learning process. It also “promotes higher achievement and positive attitude toward the subject matter” (Roberts, 2005, pp. 2-3).

Using computer in teaching and learning EFL can engage students in meaningful learning activities, not only in but also outside the classroom as Alabbad (2010) stated. Besides that, it does not have limits. In his study, EFL students found using computer in teaching more enjoyable and exciting. The study showed that students' active involvement in the learning process of English led to significant language learning outcomes. In addition, it indicated that using such a technique in instruction can provide students with more exposure to the culture of the target language, and hence facilitates effective communication. Linguists say when a language is learned, so is learned its culture.

In a learning environment supported by computer, teachers may play various roles. According to Salmon (2004), they may play the role of one or more of the following roles: facilitator, organizer, mentor, assistant, observer, or lecturer. These roles require teachers to be prepared well. However, it must not forget the teacher may play the role of learner too.

### **8.2.1 STAGES OF USING COMPUTER IN LANGUAGE LEARNING**

The process of using computer in language learning is termed computer-assisted language learning (CALL).

This process passed through some stages. At the beginning, using computer as a device for learning a language was based on the behavioristic approach for learning. This phase consisted of software programs for practicing language in drills (Warschauer, 1996) and CALL was used in the classroom as a supplement rather than as a replacement for instruction (Fotos & Browne, 2004, p. 5). The computer was seen as a vehicle or tutor to present instructional materials to students and to provide them with opportunities to

practice the language through drills, according to their own pace, and this can develop students' autonomy in learning. In other words, the programs of this stage emphasized on repeating materials through drills and practice which are useful in language learning as they can provide students with more exposure to language which is very important in learning a language (Warschauer, 1996).

In the early 1980s, as against the behavioristic approach to using computer in learning language which was limited to mechanistic drills, another approach to using computer in language learning appeared. It was based on the communicative approach to teaching (Warschauer, 1996). The software programs of this phase emphasized on stimulating “students' motivation, critical thinking, creativity, and analytical skills” (Fotos & Browne, 2004, p. 6). Three models of communicative CALL appeared in this phase: computer as a tutor, computer as a stimulator, and computer as a tool (Warschauer, 1996).

In the first case, computer as a tutor which represented an extension of computer as a tutor of the behavioristic CALL, the purpose of CALL was to provide opportunities for students to practice language skills but not in a drill manner like courseware that of behavioristic CALL (Warschauer, 1996). The programs of this model included courseware for paced reading, language games, text reconstruction, puzzles, etc. (Ryait, 2010, p. 9; Warschauer, 1996).

The software programs of the second model, computer as a stimulator, did not aim only at language learning. The purpose of CALL was to stimulate discussion, writing, research, and critical thinking among students. The software programs of this model included Sim City, Sleuth, Where in the World is San Diego, etc. (Ryait, 2010, p. 10; Warschauer, 1996).

In the third case, computer as a tool, the purpose of computer was to facilitate learning and using the target language. The software programs of this model included word processors, spelling and grammar checkers, desktop publishing programs, and concordancers that aimed at facilitating language learning (grammar, spelling, etc.) and using the target language (Ryait, 2010, p. 10; Warschauer, 1996).

All this was not enough to consider the CALL as an effective tool integrated into teaching and learning a language. Therefore, there was a need for developing models to integrate CALL into the process of language teaching and learning. This is what happened with the help of multimedia and the Internet.

### **8.2.2 MULTIMEDIA**

Multimedia involves the use of a variety of media, such as text, film, video, audio, animation, and graphics (“Teaching English using multimedia,” 2009; Warschauer, 1996). It can be represented by CD-ROM. What makes multimedia more powerful is its connection to hypermedia (Warschauer, 1996), i.e. linking the multimedia resources all together including video, audio, graphic and text (Lamper & Ball, 1990, p. 5).

Using multimedia in the classroom is important. It can play a positive role in improving the quality of teaching. It can also make students interested in the course, increasing their motivation which, in turn, can help them to improve and develop their English language skills (“Teaching English using multimedia,” 2009). Moreover, using multimedia in the classroom can increase creativity and communication among students and provide learning opportunities for students according to their levels and learning styles (Hollenbeck & Hollenbeck, 2004, pp. 2-3). Multi-media software allows students to enter into “computerized micro worlds” to experience language and culture and

manipulate language forms and functions (Warschauer & Meskill, 2000, p. 5). This is what Fotos and Browne (2004) also stated.

A typical multimedia language program might allow students to do a reading assignment in the target language, use a dictionary, study grammar and pronunciation related to the reading, perhaps access support materials and translations in the students' first language (L1), view a movie of the reading, and take a comprehension test on the reading content, receiving immediate feedback, all within the same program. (p. 6)

Lu and Liu (2011) highlighted the effectiveness of using multimedia in teaching English as a second language. They pointed out that using multimedia networking technology in the instruction of English language can make students the center of the learning process, help them to learn actively instead of passively and encourage autonomous learning, and allow them to learn language according to their abilities, needs, and preferences (p. 3178).

The interactive whiteboard (IWB) is “a touch-sensitive screen that works in conjunction with a computer and a projector” (Al-Saleem, 2012, p. 128). It is a multimedia tool that can be used to make the process of teaching and learning more effective. Using it in teaching can affect the learning process in terms of students' engagement and motivation and supporting various learning styles (SMART Technologies Inc, 2006, p. 4). It facilitates bringing authentic materials to the classroom and integrating various components, such as videos, audios, different websites, texts, games, etc. in the process of learning and teaching (Březin ová, 2009, p. 18).

In teaching foreign languages, the interactive whiteboard can be used to support interaction and conversation between the teacher and students and among students themselves, to promote teachers' organizational skills (Gérard & Widener, 1999), to

present linguistic elements, and to support oral skills (Al-Saleem, 2012, p. 130; Gérard & Widener, 1999). The results of the study of Swan, Kratcoski, Schenker, and van't Hooft (2010) suggested that using the interactive whiteboards in teaching can enhance students' learning and performance in "mathematics and reading/language arts" (p. 141).

### 8.2.3 THE INTERNET

The Internet, along with its various tools and applications, is an effective tool of teaching and learning languages. Using it in teaching and learning English can make this process more interesting and effective. In fact, the Internet can play an important role in changing English language teaching and learning for teachers and students. English teachers can use it in different ways such as gathering materials on different skills or systems:

listening, reading, writing, grammar, vocabulary, etc. For students, the Internet contains a lot of materials that can be used by them to study and practice English (Kitao & Kitao, 2001).

In the classroom, the Internet can be used in different ways. For example, teachers can use it to develop students' ability in writing letters through using e-mail service and to develop students fluency in English through chatting even with native speakers. They can also use it to provide various instructional environments that meet the needs of all students. Besides, teachers can use the Internet to bring authentic learning materials and opportunities. In such kind of instruction, teachers act as a facilitator of learning, helping students to use and learn about sites and using them in learning (Hollenbeck & Hollenbeck, 2004, pp. 4 -5). However, teachers should be careful and aware of how to use the Internet and the available resources in teaching effectively.

Interaction among people via computers and Internet is termed computer-mediated communication (CMC). There are various CMC tools and applications. They can be classified into two groups: **synchronous CMC and asynchronous CMC** (Erben, Ban, &

Castañeda, 2008, p. 84). All these tools can help effectively in teaching and learning languages through providing more opportunities and exposure for students to use and practice the target language. However, choosing a particular CMC tool must be according to the language aspect or skill intended to be learned or developed.

### **8.2.3.1 SYNCHRONOUS CMC TOOLS**

Synchronous tools are the ones can be used to make **a real-time communication** (Pritchard, 2007. p. 7), such as instant messaging (IM), text chat, audio/video chat, audio conferencing, video conferencing, Skype, etc.

- **IM (Instant Messaging)**

It is used to send and receive instant text messages between two or more Internet users ( Mahfouz & Ihmeideh, 2009, p. 208).

- **TEXT CHAT**

It is an instant online written communication (Clyde & Delohery, 2005, p. 7) between two or more Internet users.

- **AUDIO CHAT**

Two Internet users speak to each other via microphones and earphones (Mahfouz & Ihmeideh, 2009, p. 208).

- **VIDEO CHAT**

It involves using microphones, earphones, and webcams to enable the two Internet users to see each other while chatting (Mahfouz & Ihmeideh, p. 208).

- **AUDIO CONFERENCING**

It involves real time interaction among more than two Internet users using microphones and earphones.

- **VIDEO CONFERENCING**

It involves real time interaction, allowing more than two Internet users to communicate with one another using microphones, earphones, and webcams (Rivoltella, 2006, p. 55). All these applications can serve several instructional purposes. English teachers can use them to provide more opportunities for students to use English which, in turn, will help them to learn or improve their English language. They can also use these applications to interact with and give feedback to their EFL/ESL students which can make the process of learning more beneficial (Sotillo, 2006). In addition, these applications can be used to foster collaborative learning among students, engaging them in the process of English learning and motivating them to participate in discussions more effectively than they do in face-to-face discussions. To make using these tools more effective in the classroom, the teacher can use Video Projector to show any of the conversations among teams or groups on a screen so that anyone can observe any of the online conversations.

He can pop up and out of the group conversations in order to monitor their progress (Clyde & Delohery, 2005, p. 59).

- **SKYPE**

It is an effective synchronous Internet tool. Teachers can use it to communicate with students as that with a phone. They can also use it to conduct conference calls with their students using a webcam. Mubarak (2012) claimed that with using Skype in EFL teaching, teachers can provide students with more opportunities to make live conversations in English even with native speakers and such a thing would not only develop their skills in English but also would develop their self-confidence to speak



English. What is wonderful about Skype is that it is free. What one needs is to download Skype software, a computer connected to the internet, and a microphone.

### **8.2.3.2 ASYNCHRONOUS CMC TOOLS**

Asynchronous tools enable communication over a period of time through a “**different time-different place**” mode (Ashley, 2003, Asynchronous tools, p. 1). Discussion boards, web logs, e-mail, and social networking sites like **Facebook** are examples of asynchronous CMC tools that can be used as teaching tools.

- **DISCUSSION BOARDS**

They are asynchronous communication tools. They can be used to post a comment, to ask and answer questions, or to give a feedback online. Both teachers and students can use them to make discussions and contact each other in groups. They can really facilitate collaborative discussions and activities (O’Leary, 2005, p. 2), promote problem-solving skills (Chin, 2004, p. 111), and provide more opportunities for students to interact (Schulte, 2010, p. 7). Erben, Ban, and Castañeda (2008) claimed that discussion boards are the best place for ELL students to express their feelings and experiences, adding that by reading the posting of others and working on their writing before posting, students can improve their language. However, to make use of them more effectively in teaching, teachers need to use them purposefully to meet the objectives of a specific course and to make them non-threatening in order to encourage students to participate (TeacherStream, 2009).

- **WEBLOGS**

They are “personal interactive e-diaries/journals” which allow interaction through responses to a given topic (Farreny, n.d., section 3.1., para. 1). In relation to learning a language, they can be used to develop writing skills and abilities of EFL students

(Farreny, n.d.; Miyazoe & Anderson, 2010; W.-S. Wu, 2005) and reinforce reading skills (Farreny, n.d.). This was supported by what Güttler (2011) stated, based on reviewing previous literature, that blogs can create opportunities for EFL students to improve their reading and writing skills and build their vocabulary. Using blogs in teaching EFL/ESL is useful for both teachers and students as Hashemi and Najafi (2011) claimed. Using blogs as an educational tool in English classes is not only refreshing, highly motivating, and exciting for the language students but it also creates innovative ways of teaching language skills for language teachers as well. Indeed, blogs are authentic, interesting, and communicative resources that can serve a variety of purposes in the foreign language classroom. A medium to reflect on material, inquire into issues, and interact with others, blogs provide a rich and easy-to-use environment for both learners and instructors. (p. 603).

Some previous studies highlighted the usefulness of using blogs in EFL learning. For example, the thesis of Zhang (2009) pointed out that blogs are effective teaching tools that can be used to improve EFL students' English writing skills. They also give EFL students freedom for self-expression in English, providing them with opportunities of social interaction and with learning motivation and improving their writing and learning strategies and critical thinking skills as the study of Noytim (2010) indicated.

- **E-MAIL**

It is an Internet asynchronous tool that can be used for instructional purposes. It has a lot of instructional uses. Teachers can use it to enhance teaching and learning English. They can also use this service to generate students work for teaching purposes and to provide more contact time with and among students (Clyde & Delohery, 2005, p. 131). It can also provide students with opportunities of real life communication useful for them as

EFL learners (Warschauer, 1995). Moreover, it is a useful tool in EFL writing classes (Lee, 1998). The studies of Kern (1995) and Nagel (1999) found that using emails in teaching a foreign language can improve students' grammar, vocabulary and writing skills (cited in Al-Mekhlafi, 2004, p. 91). Similarly, the study of Edasawa and Kabata (2007) indicated how an email exchange projector had improved ESL students at the vocabulary and syntactic levels through message exchanges.

Social networking sites such as Facebook can be used in teaching English as a second and foreign language, too. Through using such a tool in teaching and learning English, students can have a lot of opportunities to use English language. For example, they can make discussions, write to friends, comment on pictures, etc.

- **FACEBOOK**

It can play several instructional functions. Teachers can use it outside the classroom to post links of useful videos and files to students and to send them homework they can do at home. They can also create their own groups that include their students and use that for instructional purposes, such as developing writing skills through posting topics for the students to write on and collaborative learning through setting topics for discussion. In this way, teachers can expose their students to more English and provide them with more opportunities to improve their English skills, especially that EFL students have not opportunities to use English outside the classroom (Mubarak, 2012). The effectiveness of Facebook as a tool of teaching and learning languages is highlighted by some previous works. Mills (2009) stated that Facebook can be a valuable learning environment to practice and engage in learning a foreign language, indicating that Facebook could provide her students with an authentic environment for interaction and communication in French which helped them to meet the

grammatical, functional, and linguistic objectives of her French language course.

Blattner and Fiori (2009) highlighted how Facebook can provide language learners with opportunities to develop their socio-pragmatic competence, an aspect of language acquisition, through authentic language interaction and can enhance a sense of community in language classrooms.

Kabilan, Ahmad, and Zainol Abidin (2010) indicated that, in the opinion of students of higher education, Facebook can provide a learning environment that can facilitate English language learning in relation to improving students' language skills, increasing their motivation and positive attitudes towards English language learning, and building their confidence. The study of P. Wu and Hsu (2011), which aimed at exploring the influence of Social Networking Sites on EFL learners, indicated that the students were interested in interaction with their peers in English. They felt free to express their opinions and share their thoughts on Facebook.

Observing her students, Haverback (2009) stated that her students used Facebook collaboratively to discuss assignments and ask and answer questions in relation to their study. She found them more motivated to participate in discussions on Facebook.

In brief, the Internet, with its synchronous and asynchronous tools, is an effective teaching tool. In order to use it in EFL teaching effectively, EFL teachers need to be trained on doing that (Eastment, 1999, p. 2; Külekçi, 2009, p. 159), to raise their awareness of the importance of using the Internet in English teaching, and to be provided with practical support and opportunities to know about the impact of the Internet on their teaching (Eastment, p. 2). (Moqbel & Padmarani Rao, 2013).

In a nutshell, all these technologies combined in the right way can transform the learning process, making English learning approachable.

## **IX. METHODOLOGICAL DESIGN**

### **9.1 SOCIOLOGICAL APPROACH**

According to (Creswell, 2008) mixed methods research is an approach to inquiry that combines or associates both qualitative and quantitative forms. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing of both approaches in a study. The instruments used to gather the data were: Questionnaires applied to the students, Interview administered to the teachers and Observation to the class. All these instruments provide the numerical values. Quantitative data is based upon qualitative judgments; and all qualitative data can be described and manipulated numerically.

The dependent variable in this study was the language learners' skills performance. The independent variable of this study was the benefits associated to the use of CALL programs, Multimedia and Internet.

Qualitative data typically consists of words while quantitative data consists of numbers. Anything that is qualitative can be assigned meaningful numerical values. These values can then be manipulated to help to achieve greater insight into the meaning of the data.

An experimental Ex-post-fact design was used in this study in order to determine the benefits associated to the use of CALL, Multimedia and Internet.

### **9.2 TYPE OF RESEARCH**

According to (AECT, 2001) this paper is a descriptive research, cross-section, it was taken in the II semester of 2015, in which an Ex-post-fact design was applied to the participants to determine the benefits associated to the use of CALL programs, Multimedia and Internet.

Descriptive statistics tell what is. Descriptive research can be either quantitative or qualitative. It can involve collections of quantitative information that can be tabulated along a continuum in numerical form, such as scores on a test or the number of times a person chooses to use a certain feature of a multimedia program, or it can describe categories of information such as gender or patterns of interaction when using technology in a group situation. Descriptive research involves gathering data that describe events and then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It often uses visual aids such as graphs and charts to aid the reader in understanding the data distribution; descriptive statistics are very important in reducing the data to manageable form. When in-depth, narrative descriptions of small numbers of cases are involved, the research uses description as a tool to organize data into patterns that emerge during analysis. Those patterns aid the mind in comprehending a qualitative study and its implications.

Most quantitative research falls into two areas: studies that describe events and studies aimed at discovering inferences or causal relationships. Descriptive studies are aimed at finding out "what is," so observational and survey methods are frequently used to collect descriptive data (Borg & Gall, 1989). Studies of this type might describe the current state of multimedia usage in schools or patterns of activity resulting from group work at the computer. An example of this is Cochenour, Hakes, and Neal's (1994) study of trends in compressed video applications with education and the private sector.

Descriptive studies report summary data such as measures of central tendency including the mean, median, and mode, deviance from the mean, variation, percentage, and correlation between variables. Survey research commonly includes that type of measurement, but often goes beyond the descriptive statistics in order to draw inferences.

Descriptive research is unique in the number of variables employed. Like other types of research, descriptive research can include multiple variables for analysis, yet unlike other methods, it requires only one variable (Borg & Gall, 1989).

On the other hand, descriptive research might simply report the percentage summary on a single variable.

Descriptive statistics utilize data collection and analysis techniques that yield reports concerning the measures of central tendency, variation, and correlation. The combination of its characteristic summary and correlational statistics, along with its focus on specific types of research questions, methods, and outcomes is what distinguishes descriptive research from other research types.

Three main purposes of research are to describe, explain, and validate findings. Description emerges following creative exploration, and serves to organize the findings in order to fit them with explanations, and then test or validate those explanations (Krathwohl, 1993).

Educational researchers might use observational, survey, and interview techniques to collect data about group dynamics during computer-based activities. These data could then be used to recommend specific strategies for implementing computers or improving teaching strategies.

Descriptive studies have an important role in educational research. They have greatly increased our knowledge about what happens in schools.

## **THE NATURE OF DESCRIPTIVE RESEARCH**

The descriptive function of research is heavily dependent on instrumentation for measurement and observation (Borg & Gall, 1989). Researchers may work for many years to perfect such instrumentation so that the resulting measurement will be accurate, reliable, and

generalizable. Instruments such as the electron microscope, standardized tests for various purposes, the United States census, Michael Simonson's questionnaires about computer usage, and scores of thoroughly validated questionnaires are examples of some instruments that yield valuable descriptive data. Once the instruments are developed, they can be used to describe phenomena of interest to the researchers.

The intent of some descriptive research is to produce statistical information about aspects of education that interests policy makers and educators.

Descriptive studies can yield rich data that lead to important recommendations.

The methods of collecting data for descriptive research can be employed singly or in various combinations, depending on the research questions at hand.

This research was conducted during the second semester of 2015, that is, it is a cross-section research.

### **9.3 TECHNIQUE FOR GATHERING DATA**

**Questionnaires, Interview, Observation, Documentary Analysis and a Lesson-test through the Ex-post-fact experiment**

- **SURVEYS**

They include the design and implementation of questionnaires and interviews. Interviews are completed by the interviewer based on the respondent says.

- **QUESTIONNAIRES**

They are usually paper-and-pencil instruments that the respondent completes. The questionnaire administered included closed-ended questions; conversely, interviews included open-ended questions. Questionnaires allow the respondent to fill it out at their own convenience. They have Structured Response Formats, which help the respondent to



respond more easily and help the researcher to accumulate and summarize responses more efficiently.

- **INTERVIEWS**

They are a far more personal form of research than questionnaires. In the personal interview, the interviewer works directly with the respondent.

- **OBSERVATION**

It is a qualitative data method. Direct observation is meant very broadly here. It differs from interviewing in that the observer does not actively query the respondent. Direct observation is distinguished from participant observation in a number of ways. First, a direct observer doesn't typically try to become a participant in the context. However, the direct observer does strive to be as unobtrusive as possible so as not to bias the observations. Second, direct observation suggests a more detached perspective. The researcher is watching rather than taking part. Consequently, technology can be a useful part of direct observation; although in this paper was only used paper, pencil, and of course, the observer as one of the main instruments. The direct observation tends to be more focused than participant observation. The researcher is observing certain sampled situations or people rather than trying to become immersed in the entire context. Finally, direct observation tends not to take as long as participant observation. The observation is the only unobtrusive measure. Another technique is the Documentary Analysis of written document.

- **DOCUMENTARY ANALYSIS**

It supplies the greater quantity of information related to the study theory, previous studies, concepts and definitions, all of them gathered from many websites on the internet and bibliography. All these techniques are qualitative. (Trochim, 2006).

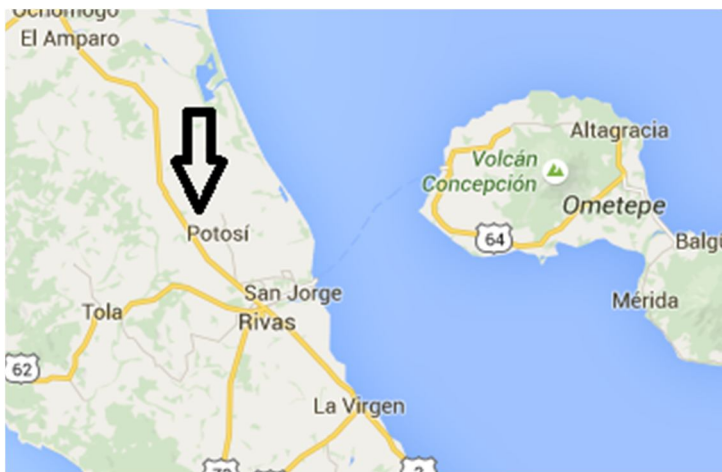
- **EX-POST-FACT EXPERIMENT**

Finally, a lesson-test about Present Continuous Tense (only 3<sup>rd</sup>. Singular Person) was taught to the experimental group, by mean of an Ex-post-fact experiment, using a computer without the teacher intervention. This lesson included images, sounds, text and video; three different software were used, that is, Microsoft Word 2010, VLC Media player and an Oxford English Digital Dictionary, all this integrated to the computer and used simultaneously. The researchers taught the lesson and administered the test. The specification of the test was learners had to put a check in a 60 to 100 scale in order to evaluate themselves regard to their own performance to provide data about their English skills' learning level.

#### **9.4 POPULATION AND SAMPLE**

The population was of 25 students (14 male and 11 female), their ages are between 15 – 17 years old. The sample was of 25 students. The name of the high school is Instituto Público Benjamín Zeledón, which is located in the municipality of Potosí, Rivas

city, Nicaragua; from el Parque Central 2 blocks west.



Location of Instituto Público Benjamín Zeledón

This school has a principal, an English teacher, and one teacher for the others subjects. There is a basketball court, a media room, a physics lab; its registration is 385 learners; it has two shifts:

morning shift and Saturday shift.

## 9.5 PLAN OF ANALYSIS

Information gathered through observation, interview and questionnaire was classified, coded and loaded onto the computer in terms of every specific objective using Microsoft Excel 2010.

- The first objective is about the use of CALL programs:
  - UoCp: Use of CALL programs
  - MSw: Microsoft Word
  - MsPpt: Microsoft Power Point
- The second objective is about resources teacher uses in the class and frequency:
  - UoDvD: Use of DVD player
  - UoTR: Use of tape-recorder
  - UoTV: Use of television
  - UoCp: Use of cellphones
- Frequency of Use:
  - OaW: Once a week
  - TaW: Twice a week
- Apps used by students:
  - FB: Facebook
  - WApp: Whatsapp
  - Twit: Twiter
  - Skyp: Skype
  - IN: Internet
- The third objective is about benefits provided to the use of CALL, Multimedia and Internet:

- PoLs: Percentage of Listening Skill
- PoSs: Percentage of Speaking Skill
- PoRs: Percentage of Reading Skill
- PoWs: Percentage of Writing Skill
- The fourth objective is about demonstrating the use of CALL, Multimedia and Internet improves the learners' performance in the four skills.
  - EL: Efficiency Level; H: high; VH: very high
  - CL: Collaborative Level; H: high; VH: very high
  - LL: Learning Level; H: high; VH: very high
  - ML: Motivation Level; H: high; VH: very high
  - PL: Participation Level; H: high; VH: very high
  - EsDL: English skills' development Level; H: high; VH: very high

Learners' results of the achievement scores were recorded as the difference of means, standard deviation, variation and standard error. Means of standard deviation and arithmetic mean comparison tests were performed to evaluate the key differences in accomplishments and also to determine if significant differences existed in achievements between male and female students. The lesson-test and the Ex-post-fact experiment were used to determine the benefits associated to the use of CALL, Multimedia and Internet in 11<sup>th</sup> grade students. Classroom observation and interviews were also conducted to ensure reliability and validity. Achievement scores were analyzed using computer software—

Four different instruments were designed: Observation, Questionnaires, Interview and an Evaluation to the Experiment done by students, where learners were going to put a check in the next options: High or Very High for the Levels of Evaluation: Efficiency Level, Collaborative Level, Learning Level, Motivation Level, Participation Level and English

Skills' Development Level. The information gathered from the interview was the English teacher had limited skills in the use of computer, and for that reason, she did not use Computer and software like Microsoft Word or PowerPoint either. Information was checked and data logged in, checking the data for accuracy; entering the data into the computer; transforming the data; and developing and documenting a database structure using the software Microsoft Excel 2010 that integrates the various measures to perform the Descriptive Statistics to provide the summaries about the sample and measures, using measures of central tendency, frequency distribution and graph analysis to explain the relation among the different variables; all of which forms the basis of the quantitative analysis.

In this study male learners showed a slight difference to a lesser extent than female learners, and according to (Lai & Kuo, 2015) from the biological viewpoint, females and males also differ fundamentally in the cognitive ability and learning style. These differences derive both from basic physiological differences, such as differences in the development of brain, and from differences in higher-level cortical functions (Keefe, 1982).

As a final step, it was applied an Ex-post-fact experiment and the procedures were the following:

### **PROCEDURES AND STEPS OF EX-POST-FACT EXPERIMENT:**

1. Participants were informed of the purpose of this study.
2. They are 11<sup>th</sup> grade students (15 – 17 years of age) N=25 (Male=14 and female=11).
3. The experiment was applied first to female students, then to male ones.
4. Three software were used on the computer: Microsoft Word 2010, an Oxford English Digital Dictionary—Oxford Study Genie Plus (it gives the pronunciation PLACING the cursor over the word when it is loaded on Windows and using Microsoft Word, this

dictionary gives the meaning of the word in Spanish, besides that, it has phonetics—  
API), and VLC media player.

5. Students were told to download videos from Internet, using YouTube, just writing in this case the name of the song and when the link appeared, on the direction bar, they had to delete the next 4 characters **www.** and type **ss** instead of it, press the key ENTER on the keyboard, and in the next window, make a click on the icon “download”.
6. It was a lesson-test about Present Continuous Tense (only 3<sup>rd</sup>. singular person). The lesson was based on a song video with lyrics, the title is: Let´s twist again. The lesson topic was: Who´s that flying up there? Students were given issues telling them only to take a look and watch the video.
7. While students watched the video and listened to it, they had to read the song lyrics, the second time they had to listen to the song and sing it, helped by the written pronunciation.
8. The reading included images indicating what the singer was doing and asking.
9. After this, students had to complete the first lesson part, which included sentences with the main verb hidden, so students have to discover it making a double click over the hidden word and changing the word color to read the sentence.
10. A picture beside each sentence was showing what the sentence says. There is a green box in the first part of the lesson containing the Target Vocabulary, it has two columns, one in English and the second one in Spanish; but in the latest the words are hidden, so students have to discover them, making a double click over them.
11. In the reading section there is an icon showing that the reading also has the clip of the song. Students had to make a double click over it to play the song.
12. The final section is about writing sentences in English, from Spanish into English.

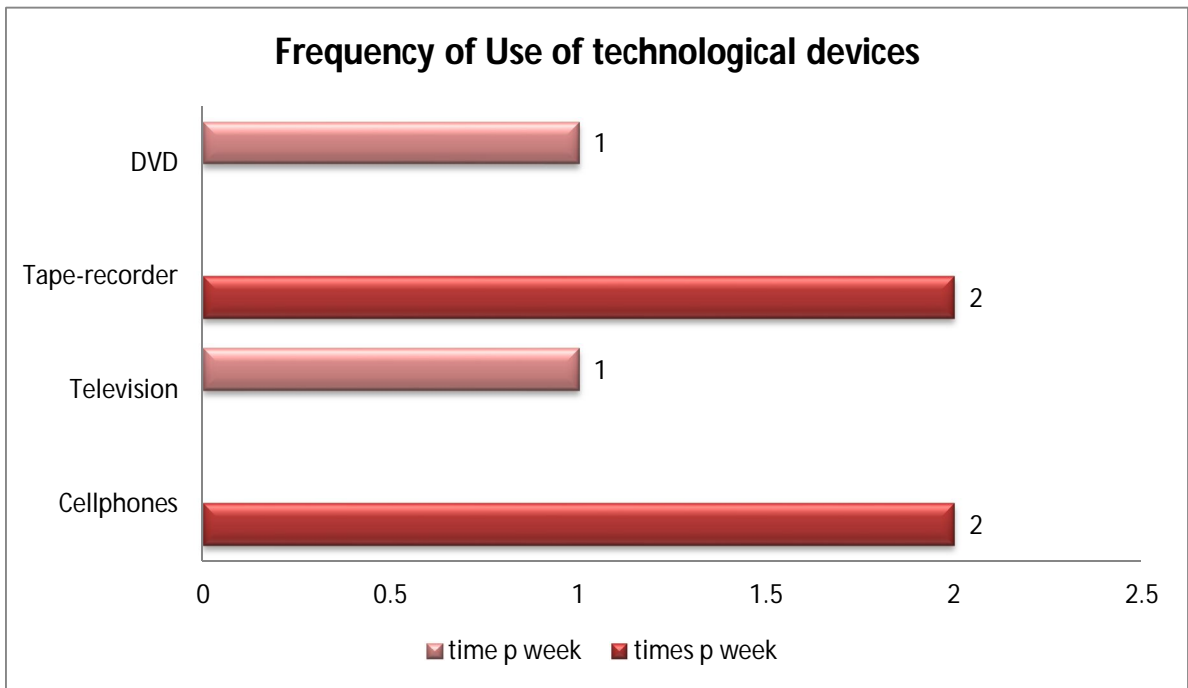
## **X. RESULTS AND ANALYSIS**

### **10.1 RESULTS OF EX-POST-FACT EXPERIMENT**

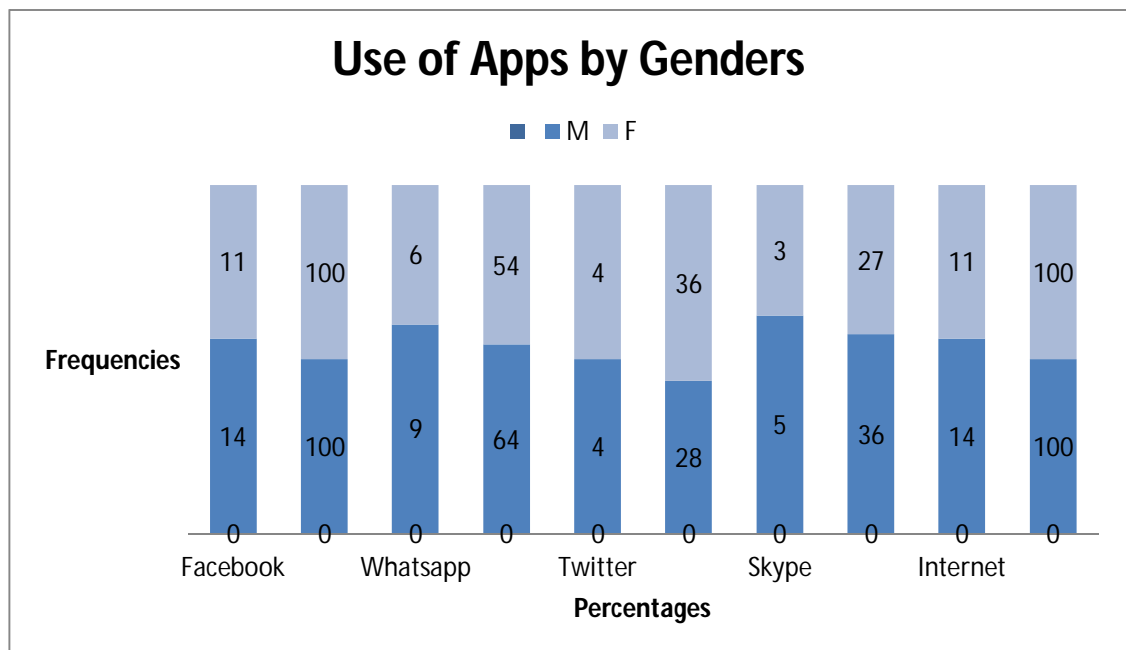
1. Learning English with the use of CALL programs, multimedia and Internet showed it is easier for students to learn English.
2. First, they had the opportunity to listen to native English speakers.
3. Then, they reproduced the speaking simultaneously —reading and speaking— the reading is helped by the video, they watched it, listened to it, read the lyrics and listened to themselves.
4. By means of these exercises students remember what they have studied in the previous stages. This song has 6 stanzas, and three of them say the same twice.
5. Finally, they were able to write the exercises.

The first objective is about determining the use of Computer Assisted Language Learning Programs to develop the English class, and according to the observations, questionnaires and interview, students do not use CALL programs, such as: Microsoft Word or PowerPoint at least, neither any other software to learn English; class is taught in the traditional way, that is, centered-teacher, using only whiteboard, marker and sometimes using a Television and a DVD player just for watching short videos.

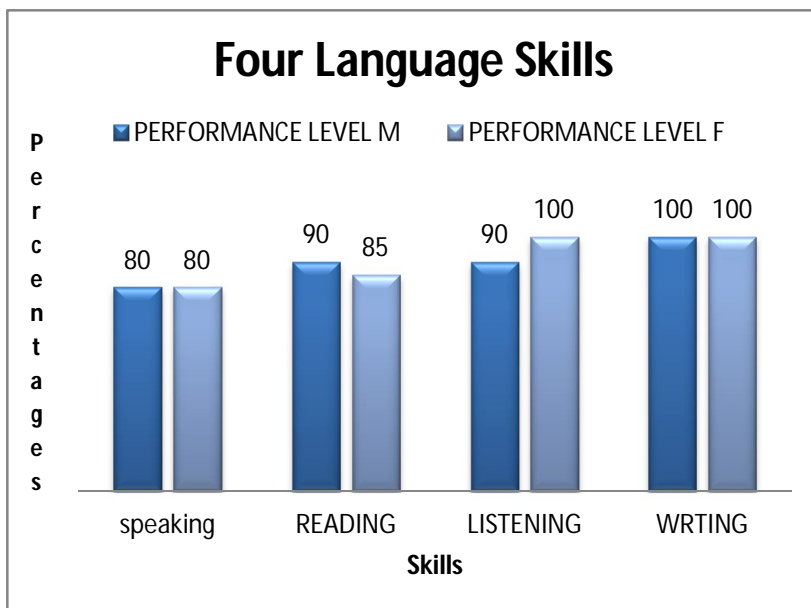
The second objective is about identifying the technological devices the English teacher uses during the Learning Process of English Students; the data showed that teacher uses Cellphones and tape-recorders twice a week; television and DVD player once a week. Cellphones are used more for students than by the English teacher; students use their cellphones to do the assignments using some apps, such as: English Dictionaries, Internet, YouTube and specific websites as: Dictionary.com or WordReference.



Male students use more technology than female students. Apps used by male: (100% use Facebook, n=14; 100% use Internet, n=14; 64 % use Whatsapp, n=9; 36% use Skype, n=5 and 28% use twitter, n=4). 100% of Female students use Facebook and Internet, n=11; the other technologies are used in a lower level.





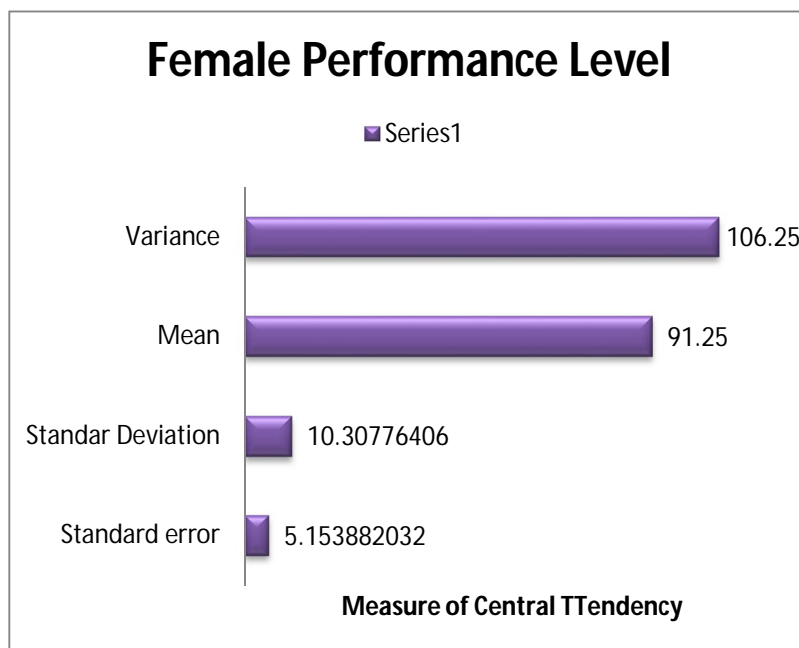


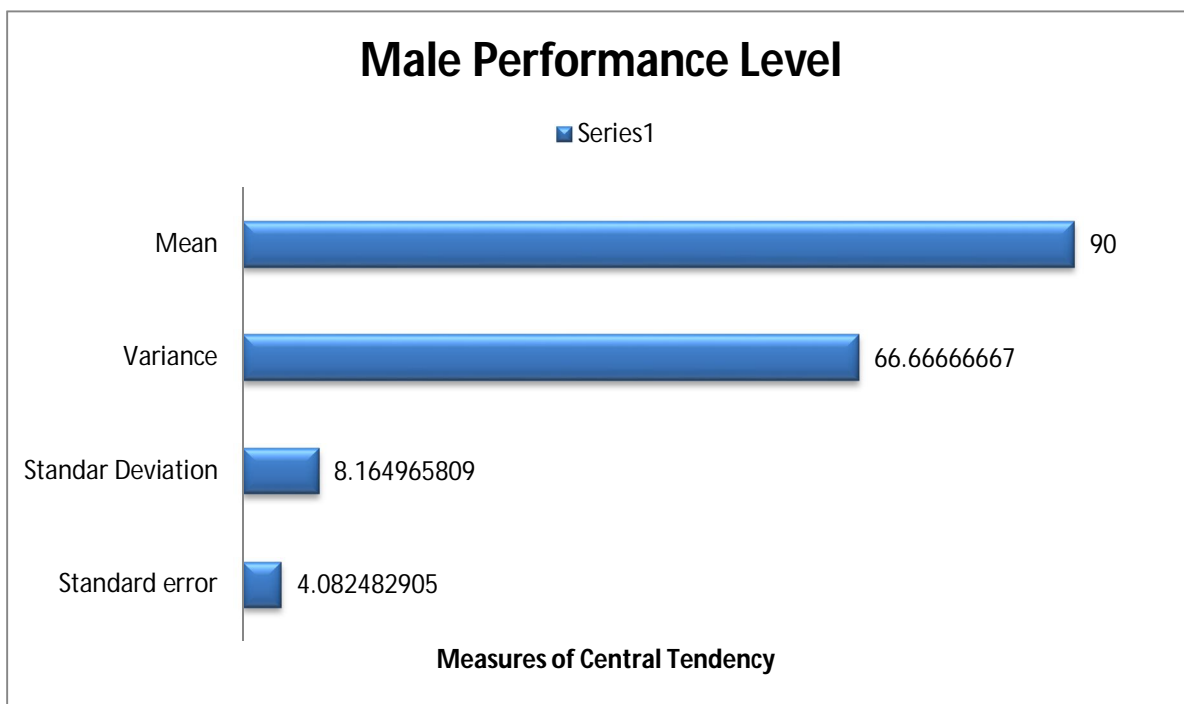
The third objective is analyzing the benefits provided with the use of CALL, Multimedia and Internet technology in the English students, and according to the lesson-test the performance of learners in the four skills

was the following: male and female students got 100% in writing, 80% in speaking; 100% and 90% for female and male respectively in listening, and 90% and 85% for male and female respectively in reading. The mean for female performance level was of 91.25 % and for male was of 90 %.

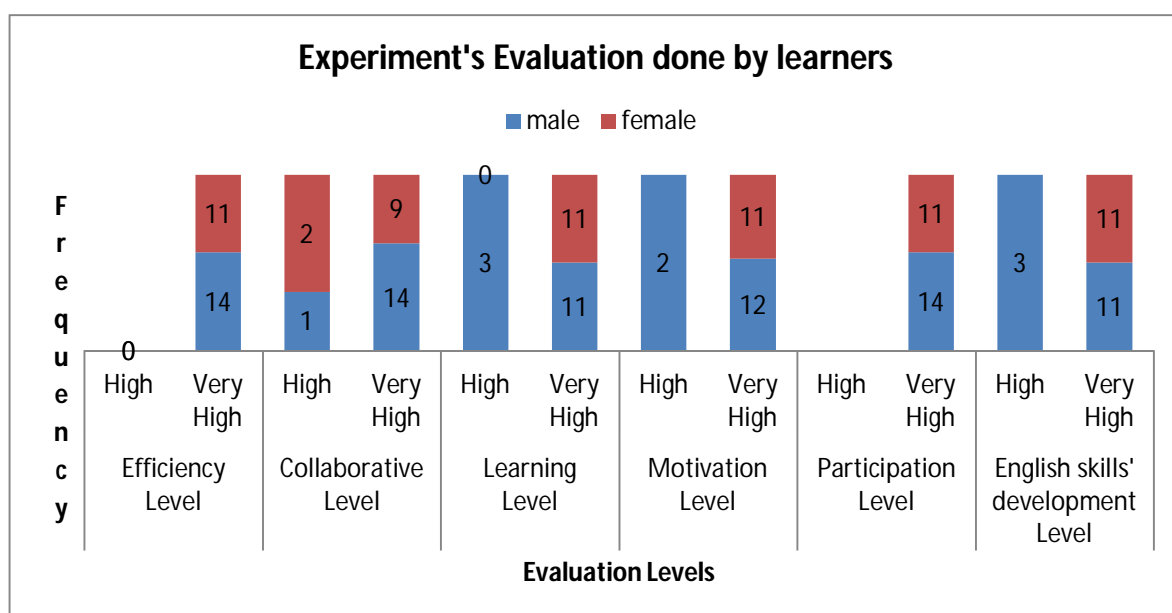
#### Descriptive

statistics are shown in the following charts, one for the Female Performance level and the other one for Male Performance Level as a result of the application of CALL programs, Multimedia and Internet, showing better achievements scores the female students.





The fourth objective is to demonstrate that the use of CALL, Multimedia and Internet technology improves the English students' performance in the four English language skills —Listening, Speaking, Reading and Writing. Learning, Efficiency, Motivation, Participation and English skills' development level presented very high results in female students; and Efficiency, Collaborative, and Participation Level presented very high results in male ones.



## XI. CONCLUSIONS

In spite of the importance and effectiveness of using technology and its various tools in teaching and learning in general and EFL teaching and learning in particular, teachers still do not use them in their teaching. The main reason for not integrating technology into instruction is due to the lack of necessary skills and competence to use technologies in the classroom (Abrami, 2001; Külekçi, 2009, p. 158). Hew and Brush (2007) identified three types of knowledge and skills that represent a major barrier for not using technology in teaching: the lack of specific technology knowledge and skills, technology-supported-pedagogical knowledge and skills, and technology related-classroom management knowledge and skills (p. 227). Butler and Sellbom (2002) looked at the barriers of not integrating technology into teaching from different point of view and classified them into three main categories as follows: reliabilities of technologies, lack of time to learn using technologies, uncertainty whether it is worth to learn using technologies and lack of institutional support (p. 28).

Teachers must recognize they need to integrate technology into their teaching in order students to learn English. They also need some professional training in how to integrate technology into their teaching. Moreover, they need to see positive outcomes and experience positive events in this regard (Mueller, Wood, Willoughby, Ross, & Specht, 2008, p. 1535). Therefore, there must be some training strategies for preparing teachers to use technologies in their teaching.

Lawrence and Veena (n.d.) presented a brief overview of the kinds of possible training strategies that could be there:

- **Encouraging Teachers to Acquire Necessary Skills:** Teachers need to be encouraged to acquire the necessary skills in using technologies in their teaching

and to be aware of the importance of using technologies in enhancing learning and teaching in the classroom. There should be policies that aim at providing opportunities for teachers to acquire the necessary skills in using technologies.

- **Providing Sustained Support for Teacher's Use of Technology:** After acquiring the necessary skills, there should be a policy on how to continue supporting teachers to use technologies.
- **Evaluating Teacher Use of Technologies:** The most important criterion for evaluating the teachers' performance should be the extent to which they can use technology tools in teaching effectively. (pp. 5-6)

Several previous studies highlighted the effectiveness of these applications in learning languages. Some of these studies are reported here:

- The results of the research program of Bonham, Surin, Nakano, and Seifert (2003) indicated that collaborative videoconferencing can create an interesting and exciting learning environment that can make students engage in a truly learning environment where they can obtain both knowledge and information.
- Levy and Kennedy (2004) discussed a task-cycling pedagogy for language learning utilizing computer mediated audio-conferencing tools. The results showed that using such techniques could facilitate students' acquisition of the linguistic forms of the Italian language as a second language and their ongoing independent language learning.
- The results of the study of Wang (2004) indicated that the videoconferencing tools can support oral and visual interaction in distance language learning.
- The study of Xiao and Yang (2004) indicated that online chat with voice and webcam can improve EFL students' oral inter-language and pragmatic competence.

- Sotillo (2006) reported on a pilot study which highlighted the usefulness of using text-based and audio chat and video conferencing components of CMC in ESL learning. The results of the study indicated that corrective feedback to ESL learners made by their native speaker or non -native speaker partners by using these tools of the Internet allowed the learners to notice their deviant use of some lexical, grammatical, and semantic forms which could facilitate their second language development.
- Jin and Erben (2007) highlighted the validity of using instant chat in intercultural learning in foreign language classes. The results of the study reported here showed that students' intercultural interaction increased and students developed their critical thinking skills and self-reflection capacities and showed positive attitudes towards using instant chat in intercultural learning.
- The study of Ling and Dayou (2007) indicated that the use of synchronous chat could enhance English learning skills of college English students. The results of this study also showed that students had a positive attitude towards synchronous chat and were highly motivated in doing that.
- The study of Mahfouz and Ihmeideh (2009) indicated that using video and text chat can give English foreign learners more opportunities to make real life communication and authentic interaction with native speakers and increase the limits of the learning environment to beyond the boundaries of the **Marwan S. S. Moqbel, L. V. Padmarani Rao** classroom. (Moqbel & Padmarani Rao, 2013).

All the secondary information gathered by mean of observation, interview, questionnaires and the Ex-post-fact experiment was the key to respond every specific objective and find out whether the teacher is up to date regard to the use of technology in the classroom in order students to learn English. According the data gathered, teacher does not

use CALL programs, Internet, but only multimedia to a lesser extent, not in the way is used with a computer, that is, integrating simultaneously all the software at the same time. The use of CALL programs was something unknown for the teacher.

The resources teacher uses are: Television, DVD player, Tape-recorder and cellphone, but less than the others devices.

CALL has showed positive results in improving the four skills of English language on secondary school students. Female students got higher scores than male students.

According to (Lai & Kuo, 2015) girls grow up before boys; from the biological viewpoint, females and males also differ fundamentally in the cognitive ability and learning style. These differences derive both from basic physiological differences, such as differences in the development of brain, and from differences in higher-level cortical functions (Keefe, 1982).

The 25 students evaluated CALL programs through an experiment, which consisted of using three software simultaneously, and they state that the benefits associated to the use of CALL, Multimedia and Internet have a very high performance in languages learning, with a better and faster development of the four skills of English language.

Teacher interaction was to a lesser extent than in the traditional teaching, the teachers in this time were the researcher; students felt in a new environment, which was enjoyed for them, their technological skills increased a little bit. The time for learning English was less than before, and more material was studied.

This experiment was conducted by the researchers, and students worked in an autonomous way, researchers only gave issues to students about what they were going to do in this lesson; computer had all the necessary software so students to facilitate the learning of English and work faster than before, in spite of the low skills in the use of technology.

## **XII. RECOMMENDATIONS**

- **FOR THE TEACHERS:**

Teachers should have training in the use of technologies to ameliorate their teaching and provide top-quality learning.

To be able to integrate technology into teaching, teachers need first to change their attitudes and beliefs about technologies.

These training strategies must be adopted in the policy of universities or schools that can carry it out through their specialized units or departments.

After acquiring the necessary skills, there should be a policy on how to continue supporting teachers to use technologies.

Teachers need to be encouraged to acquire the necessary skills in using technologies in their teaching and to be aware of the importance of using technologies in enhancing learning and teaching in the classroom.

Teacher must incorporate videos in order to enrich their teaching, use Internet to get in touch with native English speakers, and download the most recent advances in terms of teaching and technology.

- **FOR THE LEARNERS:**

- Language learners should learn structures and vocabulary that is just a little above their current knowledge (Krashen, 1982).
- Learners need to notice language in context in order for it to be learned (Thornbury, 1999).
- In order to develop communicative competence, learners need to interact with peers (Bachman, 1990).

- Learning strategies and learner autonomy are necessary for language learning (Wenden,1991).

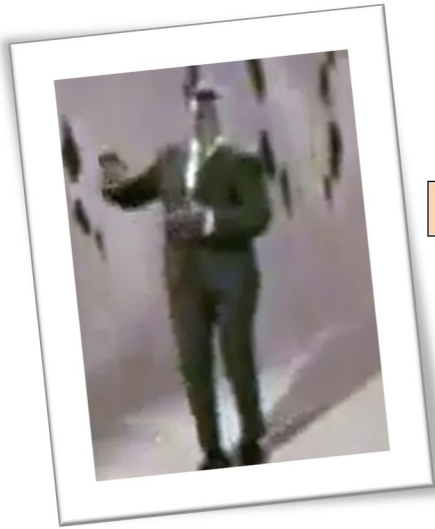


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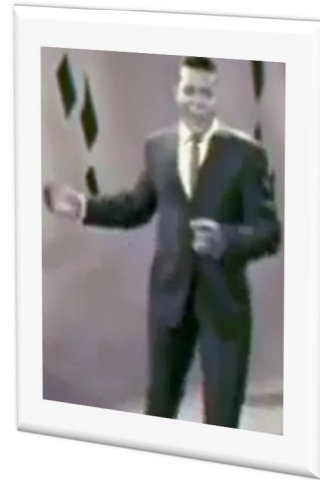
# **XIV. Annexes**

# Who's that flying up there?



I. Complete the sentences with the main verb, which is hidden.

Chubby is \_\_\_\_\_ the hands



Chubby is \_\_\_\_\_ twister



Chubby is \_\_\_\_\_ twist

Target Vocabulary	
Clapping:	
Dancing:	
Singing:	
Making:	
Question:	
A:	
Who's:	
That:	
Flying:	
Up:	
There:	

Chubby is \_\_\_\_\_ a question



## II. READING SINGING

First, take a look to the whole lesson and watch the video making a double click on MP4 icon and press Accept. Then watch the video and listen to it once again, read the song lyrics and sing the song, helped by the written pronunciation.



Chubby Checker - Let's Twist Again (lyrics).mp4 (Línea de comandos)

Come on everybody!  
**camón évríbadi**  
Clap your hands!  
**Cláep iur jaends**  
All you looking good!  
**Ol iu lúkin gud**

### clap

claps clapping  
clapped verb  
to make a short,  
sharp sound  
with your hands.



Clap your  
hands.  
clap noun

A

### sing

sings singing sang sung verb  
1 to make a musical sound  
with your voice.



A

I'm goona sing my song  
**Áim gona sing mai song**  
It won't take long!

**It uont téik long**  
We're gonna do the twist  
**Uíer gona do de tuist**  
And it goes like this:  
**And it góus laik dis**

Come on let's twist again,  
**Cámon lets tuisteguén**  
Like we did last summer!  
**láik ui did last sámer**

dance  
dances dancing  
danced verb



A

Yeaaaah, let's twist again,  
**ieah, lets tuisteguén**  
Like we did last year!  
**láik ui did last íer**

Do you remember when,  
**Du iu rimember uen**  
Things were really hummin',  
**Zings uer rili jámin**  
Yeaaaah, let's twist again,  
**ieah, lets tuisteguén**  
Twistin' time is here!  
**Tuistin táimis jíer**  
Heeee, and round and round and up and down we go again!

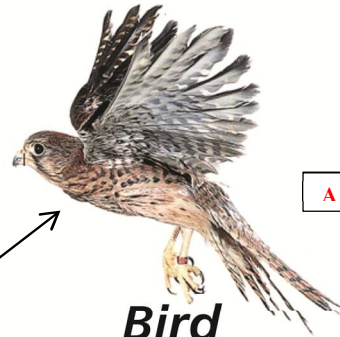
Jiiii, and ráund and ráund endápan dáun ui go eguén

Oh, baby, make me know you love me sooooo,  
**Ou báibi, méikme nou iu lavmi sou**  
And then: **and den**

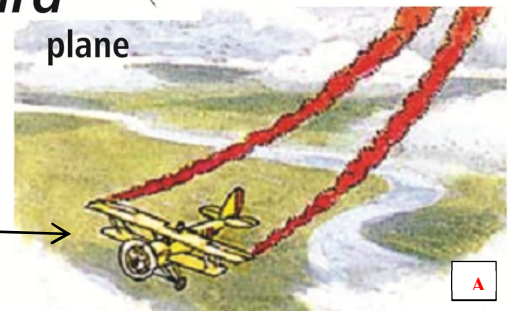
Twist again,  
**tuisteguén**  
Like we did last summer,  
**láik ui did last sámer**  
Come on, let's twist again,  
Like we did last year!

**TWIST! YO!**  
**Tuist yóu**

Who's that, flyin up there?  
**Jús daet flai-ing up der?**  
Is it a bird? Noooooo  
**Izit a berd, nouu**  
Is it a plane? Noooooooo  
**Izit a plain? nouu**  
Is it the twister? YEAAAAAAH!



**Bird**



**plane**

Twist again, like we did last summer,  
Come on, Let's twist again,  
Like we did last year!!!!

Do you remember when, things were really hummin',  
Come on, let's twist again,  
Twistin' time is here



**Twister**

Heeee, and round and round and up and down we go again!  
Oh, baby, make me know, you love me sooooo!  
And then:  
Come on, twist again, like we did last summer,  
Let's twist again, like we did last year!

Come on, let's twist again,  
Twistin' time is heeere!

### III. Writing Exercise: Translate into English the next sentences:

Chubby está aplaudiendo	
Chubby está cantando	
Chubby está bailando	

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**UNAN - RURD • MANAGUA**

**Languages and Education Faculty**



**Research Seminar**

**Topic:** Analysis of Benefits associated to the use of Computer Assisted Language Learning (CALL) Programs, Multimedia and Internet in 11<sup>th</sup> grade students of Institute Public Benjamín Zeledón in the II Semester of 2015.

**Use of Apps' Questionnaire**

**No. 1**

Gender: M  F

Age: \_\_\_\_\_

This Questionnaire is aimed at evaluating the use of Apps by the students.

**I. Mark with a check (✓) the Apps you use**

Facebook	Whatsapp	Twitter	Skype	Internet

**II. Do you use Microsoft Word in the English Class?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**III. Do you use Microsoft PowerPoint in the English Class?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**IV. Do you use a Digital English Dictionary in the English class?**

Yes \_\_\_\_\_ No \_\_\_\_\_



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**T E S T**

**No. 1**

Gender: M  F

Age: \_\_\_\_\_

This test is aimed at evaluating the English skills' learning level of learners

**What is your English skills' learning level?**

1. Mark with a check (✓) your level of listening

60  70  80  85  90  100

2. Mark with a check (✓) your level of speaking

60  70  80  85  90  100

3. Mark with a check (✓) your level of reading

60  70  80  85  90  100

4. Mark with a check (✓) your level of writing

60  70  80  85  90  100

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**Experiment's Evaluation done by learners**

**No. 1**

Gender: M  F

Age: \_\_\_\_\_

This Experiment is aimed at evaluating the use of CALL programs, Multimedia and Internet.

## EXPERIMENT'S EVALUATION DONE BY STUDENTS

Based on the previous lesson, evaluate the use of CALL programs, Multimedia and Internet.

1. Mark with a check (✓) the Efficiency Level

1. Low  2. High  3. Very High

2. Mark with a check (✓) the Collaborative Level

1. Low  2. High  3. Very High

3. Mark with a check (✓) the Learning Level

1. Low  2. High  3. Very High

4. Mark with a check (✓) the Motivation Level

1. Low  2. High  3. Very High

5. Mark with a check (✓) the Participation Level

1. Low  2. High  3. Very High

6. Mark with a check (✓) the English skills' development Level

Low  2. High  3. Very High